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ABSTRACT

This follow-up report examines the status of the recruitment and retention strategies implemented by Triton College in 1978 as part of an effort to utilize the marketing concept in identifying and meeting changing educational needs. The report first provides operational definitions for "institutional advancement," "marketing concept," "promotion," and "retention," and then details the status of 68 promotional strategies designed to reach selected targeted populations: high school students, homemakers, continuing education students, attendees at campus events, mid-life career changers, persons who require upgraded job or professional skills, parents of currently enrolled or prospective students, community adults, extension faculty, transfer students, and out-of-district students. These strategies included peer recruitment teams, host luncheons, the development of informational materials, workshops, and market research. The status of 45 retention strategies aimed at improving instructional and student support services is then described: among these strategies are improving diagnostic and tutorial services, expanding high demand courses, communicating precise information to students on course content and requirements, and expanding career planning programs. The report concludes with recommendations for continued implementation of the marketing strategies. (JP)

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INSTITUTIONAL ADVANCEMENT:

A MARKETING PERSPECTIVE.

Part II:

A Status Report.

Submitted by

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of the

Institutional Advancement Task Force

TRITON COLLEGE
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April 18, 1979

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INTRODUCTION

At the beginning of the academic year, 1978, the Task Force on Institutional Advancement with the approval of the President presented to the College its report, "Institutional Advancement, A Marketing Perspective." Included in this report were a number of strategies designed to promote entry to the College and to increase student retention. In the months following the presentation of its report, the Task Force on Institutional Advancement met on a regular basis to discuss the status of the various strategies the Task Force had recommended. Appropriate offices around campus were contacted and requested to present to the Task Force a status report on the strategies their office would be expected to implement. The reports were received and in each case the person who prepared the report reviewed the contents of the report with the Task Force. A summary of the status of each of the strategies recommended follows using the format found in the original report "Institutional Advancement: A Marketing Perspective." Therefore, this status report will have two major sections, one on Promotion and one on Retention. The first part of the report on Promotion will discuss each strategy in relationship to a particular target market.

DEFINITITIONS

For purpose of clarity in reviewing this status report, definitions and descriptions of various terms have been taken from the original report and included below:

Institutional Advancemert

The terminology "institutional advancement" is used deliberately to suggest Triton College's concern for constructive development in the face of a changing environment. As such, institutional advancement is a broad concept suggesting a positive, progressive response to community educational needs. Because Triton College currently enjoys an excellent reputation, it is obvious that institutional advancement is not a new priority, but rather a continuing agenda. This agenda is characterized by a careful consideration of the methods and procedures for informing the community of the educational potential available at Triton College, and at the same time development and maintenance of quality programs and support services.

Marketing Concept

The correct understanding of marketing, the understanding with which Triton College would want to be associated, is one that suggests orientation toward the public and a systematic process for implementing that orientation. The marketing concept recognizes that the needs of our public are constantly changing. To achieve our mission, we need to know our publics (markets), and we need to review continously our strategies for serving our publics.

To adopt the marketing concept is, in fact, to adopt the concept of a "responsive organization." Such an organization is oriented to meeting the needs

of its students, to involving all its departments in this orientation and to satisfying, in fact, the students it services. This last characteristic of the responsive organization is the most telling factor in the long-run success of the College. In attempting to meet student needs, scrupulous attention must be given to maintaining and improving the quality of the educational product. Any dilution of standards would totally undermine the marketing concept.

Beyond providing us with a theoretical base for viewing our organization vis-a-vis the public, the marketing concept mandates intensive research, planning and evaluation. These efforts are to be directed toward identifying and reaching our various markets and toward helping out students achieve their educational goals.

PROMOTION

Included in this part of the report are various marketing targets and recommended strategies for reaching these markets. In leading up to these recommendations, the Task Force members utilized existing knowledge of publics served by Triton College.

It should be understood also that the kind of information presented to the different publics should be characterized by completeness, accuracy and truthfulness. In short, it should be information that will enable the individual to make the best possible decision for himself/herself.

RETENTION

In this report, retention strategies are those strategies designed to help students clarify and achieve their educational goals. In this connection, they could have been called success strategies. A broad range of activities is encompassed in this category, including strategies designed to enhance teaching

and learning directly, and strategies which are supportive of the learning process. This effort constitutes the heart of the marketing process. Without reasonable success in the delivery of the educational product, the most elaborate of promotional efforts will be ineffective.

PART ONE

PROMOTION STRATEGIES

TARGET MARKET

High School Students

No. 1. Host Future Focus, a College Career Fair for high school students.

Status Report: Future Focus took place on October 26, 1978. Over 3,000 students attended and 150 different colleges were represented. Future Focus will be held again next October.

No. 2. Develop a Peer Recruitment Team to assist in high school articulation efforts.

Status Report: A Peer Recruitment Team of six students has been formed. These students work under the supervision of the Coordinator of Admissions and are hired as work-study students. They perform a number of activities related to community outreach and to registration.

No. 3. Coordinate all visits made by all Triton representatives to district high schools.

Status Report: The Assistant Dean of Admissions and Records has contacted the deans of the academic areas and has asked for their cooperation in identifying faculty who plan to or have visited the high schools for various purposes. At the same time, the Assistant Dean of Admissions and Records is preparing a service brochure for the use of the high schools that will list the various services offered by Triton College.

No. 4. Develop specialized mailings and responses to students who have indicated an interest in Triton College

Status Report: Potential students who have written or called for information receive letters and material as requested. News letters are sent to prospective students during the summer months. Local papers are screened for the names of potential students. These people receive communications from Triton College offering congratulations for achievement and describing the resources of Triton College.

TARGET MARKET

High School Students

No. 5. Organize special, social and cultural activities on Triton campus.

Status Report: During the 1978/79 school year, programming on Triton College's campus has been greatly stimulated by the efforts of the University Transfer Studies School, the Student Services Program and the efforts of Malcom Berd. Major theatrical productions are planned. Nine different art shows are scheduled. Several piano concerts and jazz proformances are scheduled. Several mini concerts, a program of mini courses, a film series, and the College Center series contributed to the cultural programming on campus. During the summer the College presented the Starving Artists and Crafts Fair in conjunction with the Horticulture Open House and featured for entertainment the ensemble of the Chicago Symphony Orchestra. The Cultural Affairs Program brought outstanding entertainers to the campus and brought members of the college community to outstanding performances in the city. Other major cultural events include the planned All Nation's Poetry Contest and the Spirits of Spring.

No. 6. Develop invitations, contests and workshops in curriculum areas.

Status Report: Currently, programs exist in forensics, piano competition, foreign languages and political science. The Engineering Department is currently considering participation in the Math contest designed for students interested in the Engineering Program at the University of Illinois at Urbana. Also being considered is an invitational art exhibit for Triton district high school teachers. Recently the Math and Science faculty have collaborated with a junior high school in a program for gifted students. In the School of Career Education, the Photo Offset high school contest continues to be a major event for attracting high school students to our campus. In addition, the Restaurant Training Program and the Ornamental Horticulture areas continue to sponsor activities to promote the College. While some activity in this area continues, there is no evidence of any major development of new programs.

PROMOTION STRATEGIES

TARGET MARKET

High School Students

No. 7. Organize a central file of high school faculty and chairpersons. Develop a speakers bureau for presentation at high school events for classes.

Status Report: A problem was noted here in the development of mailing lists that would be specific enough to address high school faculty and their various departments. This activity is not being done, nor is it planned to be done. It should be noted that the Admissions Office is planning to develop a list of services that might be made available to the high schools. These lists would be distributed to appropriate high school personnel.

No. 8. Develop divisional and departmental articulation meetings with district high school faculties.

Status Report: At this time most articulation seems to be coordinated through the efforts of Mr. Simonsen. This seems to be true of both the Career Education and University Transfer Studies Schools. There is, however, some activity on an individual basis between some departments and their counterparts in the high schools. There does not seem to be any systematic planning or efforts in this area.

No. 9. Announce and promote the Career Planning and Testing services of the Career Center.

Status Report: A plan has been developed for reaching out to the high schools to provide career education information. It is expected that this plan will begin to be implemented in April and that beginning next fall all high schools in our district will know of our Career Center services.

No. 10. Host luncheon for high school principals.

Status Report: Currently articulation with high school principals is carried out through Mr. Simonsen's office. A luncheon will be held for the high school principals at one of their regular meetings with Mr. Simonsen. This event is being planned for the 1980 school year. It will not take place this year.

PROMOTION STRATEGIES

TARGET MARKET

High School Students

No. 11. Prepare a slide presentation and/or film on the College.

Status Report: This activity is currently being undertaken by the Admissions Office and will be prepared for use in the fall of 1979. It will be primarily used at College Nights and for special outreach efforts, both on and off campus.

No. 12. Develop a Triton Viewbook.

Status Report: A Triton Viewbook has been completed, at least in its draft stage. Some final details must be attended to and the viewbook should be available for use this spring, 1979.

No. 13. Develop a cluster brochure on Career and University Transfer Studies curricula.

Status Report: Cluster brochures are in development now for University Transfer Studies and Health Careers. They are planned to be completed by April of 1979. Plans exist for the development of other cluster brochures in the coming year. This project will have to be reviewed by the new Director of College Relations.

No. 14. Revise and/or develop promotional information and class schedules.

Status Report: Class schedules are in a stage of continuous revision.

No. 15. Host Counselor Appreciation Day.

Status Report: Again this year Counselor Appreciation Day will be held in May. All counselors in the district will be invited. It is planned to have a major speaker for the counselors on that day.

No. 16. Prepare a "This Month at Triton" handout.

Status Report: The Student Services Office has developed a master calendar which is distributed to the community. This master calendar is sent out every month and includes all the events of the month.

PROMOTION STRATEGIES

TARGET MARKET

High School Students

No. 17. Provide for no charge or reduced rates for high school students attending social or cultural events.

Status Report: Currently all mini-concerts, films and video tape programs are free to all members of the community. The College Center series offers student ticket prices. It is planned to do more publicity within the high schools for special programs which might be of interest to high school students.

No. 18. Mail bi-monthly newsletter Admissions Update to high school counselors.

Status Report: The Admissions Update is a current publication of the Admissions Office and is regularly mailed to the high school counselors.

No. 19. Conduct Instant Admissions in high schools.

Status Report: Instant Admissions was conducted for the first time last April in the area high schools. This program allows students to apply and be accepted to the College at the high school. Personnel from the Admissions Office and from the Counseling staff visit the high school as a team to advise the students and to receive their applications. The program of Instant Admissions will be repeated this spring.

No. 20. Host High School Visitation Day.

Status Report: The High School Visitation Day has been rescheduled from December to early March. Dates have been established and the Admissions Office is currently organizing to receive students during this period. It is also planned to change the nature of the visitation day from a tour to a more creative departmental focus with a more coordinated presentation.

Community Adults

Homemakers

No. 1. Establish a Peer Recruitment Team.

Status Report: Three to five peer counselors work with Adult Re-Entry each semester and perform certain recruiting functions. Peer group aids do a

TARGET MARKET	PROMOTION STRATEGIES
Community Adults Homemakers	telephone follow-up of people who have made contact with Adult Re-Entry in order to ascertain their current status and future plans for enrollment. No. 2. Develop special informational materials. Status Report: Currently Tuesday/Thursday College brochures are in progress and ads are periodically developed to attract homemakers. No. 3. Develop information sheets on Child Care maps, transportation and parking. Status Report: A new system of 4 x 9 information cards is being implemented college-wide to replace traditional curricular brochures. It is planned that the new system of cards will be completed by July of 1979. No. 4. Plan a telephone campaign. Status Report: Telephone campaign is regularly undertaken by Adult Re-Entry students to other Adult Re-Entry students to ascertain their current and future plans for enrollment. Older adults are also enlisted in the telephone campaign to inform their peers about programs of specific interest. No. 5. Expand Adult Re-Entry. Status Report: It is planned to expand some of the program and course packaging concepts developed by the Adult Re-Entry Program, and to apply those ideas and formats to other programs in the College. Increased cooperative efforts to integrate the philosophical focus of Adult Re-Entry into college-wide goals have been undertaken, particularly with the Dean of Students office. In these ways, some of the curriculum packaging originating through Adult Re-Entry can be extended to all new students, especially to those who are part-time. This concept has been referred to the Associate Dean of Students, Counseling, for adoption college-wide.
Students Registered in Continuing Education Courses	No. 1. Establish a centralized information center and college calendar. Status Report: In the area of Student Services, a telephone line has been established directly into the College Center which operates on a 24 hour basis and provides

TARGET MARKET

Community Adults

Students Registered in Continuing Education Courses

information on all activities at the College during a given week. In addition, a master calendar of all College events is published monthly and circulated throughout the community.

No. 2. Advise students of related credit courses.

Status Report: In the spring schedule mailer for Continuing Education, a special section was devoted to reminding students of the credit courses that are also available to them. Continuing Education personnel are sensitive to this responsibility and do it on a regular basis in all their counseling and contacts with the public. It would be hoped that a counselor might be available to students in the Adult Basic Education Program, the GED Program and the ESL Program to help students make the transition to regular college credit courses. It is hoped that this addition of personnel will be accomplished by next fall.

No. 3. Develop a cluster brochure of related University Transfer and Continuing Education courses.

Status Report: Cluster brochures are now in development; University Transfer Studies and Health areas will be the first cluster brochures developed and this should be accomplished by the end of the spring term. Other cluster brochures will follow.

No. 4. Prepare class schedule to include credit and non-credit courses.

Status Report: While it is not possible to put together in one mailer all credit and non-credit courses, the College has included in both the credit mailer and the Continuing Education mailer information in each instance about the other program.

Attendees at Campus Events

No. 1. Utilize Peer Recruitment Team for campus events.

Status Report: A Peer Leadership Team has been developed, but currently its responsibilities do not include appearances at campus events for the purpose of distributing materials. It is hoped with the expansion of

PROMOTION STRATEGIES

TARGET MARKET

Community Adults

Attendees at Campus Events

No. 2. Develop promotional materials on college programs and courses. Distribute information at college events.

Status Report: At this time there is a dearth of promotional material available on Triton College and its programs. As materials are developed, the College Relations Office can take steps to make sure that the materials are distributed on a systematic basis at all events scheduled on campus.

No. 3. Install direct telephone information line for information on campus events.

Status Report: This line was installed effective the end of the first semester by the Student Services area. It operates on a 24 hour basis and includes the events of the following week.

Mid-Life Career Changes

No. 1. Establish a Citizen's Advisory Committee to define needs.

Status Report: Input will be received from three basic sources: the Community Education Community Coucil, the Center for Communit, and Employee Development Advisory Council and the Advisory Committee for Adult Re-Entry area. The first two committees have already met and the advisory committee for Adult Re-Entry will meet in May of 1979.

No. 2. Analyze courses offered in evening.

Status Report: The Career Education deans have undertaken an analysis of all the courses offered in the evening. This analysis will determine which classes need to be offered each semester and which are to be offered only in the fall or spring. As a result of this analysis, the schedule of evening classes in Career Education will be adjusted. The School of University Transfer Studies regularly analyzes its courses offered in the evening.

PROMOTION STRATEGIES

TARGET MARKET

Community Adults

Mid-Life Career Changes

No. 3. Update and promote the services of speaker's bureau.

Status Report: A new brochure will be developed to include services of the speaker's bureau. No plans are available on promoting the speaker's bureau.

No. 4. Disseminate information on services of the Career Center.

Status Report: The Career and Testing Center is currently developing a plan for outreach to the general community. This plan has been completed and is currently being reviewed by the Dean. The outreach to the community will begin in earnest during the summer.

Persons in Need of Job/ Promotion or Upgrade of Professional Skills

No. 1. Conduct market research to determine needs, trends and preferences.

Status Report: Market research is conducted on a regular basis by the Director for the Center for community and Employee Development. In the Career Education area, market research is conducted periodically by the deans and by the coordinators of various programs. For example, an extensive survey has been conducted recently in the area of Police Science. A major project is also under way to offer short term intensive training programs in various skills especially geared to high school students who are not planning to go to college. This latter plan is under development and will be implemented in the summer of 1980.

No. 2. Expand successful seminars and training programs.

Status Report: A major expansion in this area is planned for the fall of 1979 through the Continuing Education Department. It is planned to add several new personnel to the area of Community and Employee Development. These personnel will be used extensively in-plant to identify needs and to develop training programs.

PROMOTION STRATEGIES

TARGET MARKET

Community Adults

Persons in Need of Job Promotion or Upgrade of Professional Skills

No. 3. Centralize mailing list for Continuing Education seminars and workshop sessions.

Status Report: Continuing Education has developed a sophisticated mailing list for its own use. These are highly specialized mailing lists and utilizes the Dun and Bradstreet listing of corporations.

No. 4. Develop "This Month at Triton" handout.

Status Report: This master calendar has been developed by the Student Services Office.

No. 5. Implement plan for personal contact with in-district businesses.

Status Report: This program is on an on-going basis through the Community and Employee area.

Parents of Currently Enrolled and Prospective Students

No. 1. Plan visits and/or activities with Peer Recruitment Team. Plan seminars, mail news releases.

Status Report: At the present time, the activities of the Peer Recruitment Team are limited to include activities with prospective students.

No. 2. Provide free admission opportunities to campus events.

Status Report: Admissions charge for campus events is largely governed by the funding source for the event. There are no other specific plans to offer fee reductions to parents of currently enrolled or prospective students. Efforts are being made through Student Services and the master calendar and other campus publications to apprise parents of the events that are available free.

No. 3. Host Community Day.

Status Report: A successful Community Day was held on September 10, 1978 at which over 3,000 people were present. It is planned to hold Community Day on an annual basis.

PROMOTION STRATEGIES

TARGET MARKET

Community Adults

Parents of Currently Enrolled and Prospective Students

No. 4. Plan Parents Day at registration time.

Status Report: Student Services Office will hold a Parents Day for the parents of students newly graduated from high school who are attending Triton College for the first time. In addition, a Family Day for older students who wish to bring their families to the College will also be held in the fall.

No. 5. Invite parents to Future Focus.

Status Report: In the preparation of materials for Future Focus, specific attention has been paid to encouraging parents to attend Future Focus with their children.

Community Adults - General Public

No. 1. Investigate funding of a mobile unit for promotion and registration.

Status Report: It is not contemplated that the College will acquire a mobile unit for this purpose. There does not seem to be any need for it at this time.

No. 2. Encourage media coverage for campus events. Promote Triton personnel for radio/TV talk shows.

Status Report: No plans exist in this area.

No. 3. Review and revise college publications.

Status Report: All college publications are currently in review. Cluster brochures are being developed. A card system for specific curricula is being developed. Major attention will be given to this area and it is planned to have a complete system of college publications by spring of 1980. These publications will bear an integrated image and theme.

No. 4. Promote Triton at Newcomers Club.

Status Report: Admissions Office contacts Newcomer Clubs on a regular basis throughout the year. Information on Triton is sent to the Newcomers Clubs.

PROMOTION STRATEGIES

TARGET MARKET

Community Adults

General Public

No. 5. Host Come See for Yourself seminars in the community.

Status Report: Activity in this area has been limited to the efforts of the Adult Re-Entry area which regularly hosts this kind of seminar for members of the community. This will be continued throughout the year.

No. 6. Promote service of Peer Recruitment Team.

Status Report: At this time the Peer Recruitment Team has been fully occupied with assisting in basic tasks in the Admissions and Records area. They have been used for outreach efforts, in schools, in shopping centers and to assist in the registration process.

No. 7. Mail letters and brochures to all churches in District 504 about the speaker's bureau.

Status Report: At this time selected mailings go to the churches. There is not additional information available on this recommendation.

No. 8. Host information session at district libraries.

Status Report: Beginning with the preparation for the spring semester, a number of information sessions have been held at the district libraries and have been quite successful. The Admissions Office will continue these seminars at the libraries and will have information in the libraries which advertise the current programs of the College.

No. 9. Continue promotions at shopping centers.

Status Report: Promotions at the shopping centers are regularly scheduled and held prior to the registration for the next term.

No. 10. Revise admissions requirements and grading policies.

Status Report: Several admission procedures have

PROMOTION STRATEGIES

TARGET MARKET	
Community Adults	
General Public	been revised. There has been a specific effort to link the part-time students to the regular resources of the College. Changes have been made in the fee structure to reflect this objective. Changes in the grading policy are under consideration, but will be considered in the context of the committee on Curriculum Review. This committee is expected to report out to the College in the fall of 1979.
Triton Faculty at Extension Centers	No. 1. Increase articulation with extension center administrators and faculty.
	Status Report: Directors of extension centers are contacted two and three times a week. Continuing Education Office maintains close contact with all its directors.
	No. 2. Investigate information in mailbox system currently in use.
	Status Report: Information in mailbox system currently in use seems to be adequate. No major weaknesses have been identified in this area.
	No. 3. Encourage faculty to announce and inform students of related credit courses.
	Status Report: No systematic action has been taken in this area, but in the University Transfer Studies area especially, faculty do encourage students to register for related credit courses. In some departments a considerable effort is made through posters and slide presentations to encourage student registration in related courses.
	No. 4. Develop a comprehensive adjunct faculty handbook.
	Status Report: An adjunct faculty handbook is in process and will be developed for use in the fall of 1979.
	No. 5. Encourage faculty to hold one class on campus per semester, that is off-campus faculty.

PROMOTION STRATEGIES

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Community Adults

Triton Faculty at Extension Centers

Status Report: This recommendation presents problems because of the inavailability of classroom space on campus.

Transfer Students

No. 1. Place ads and articles in campus newsletters.

Status Report: Beginning the summer of 1978 this recommendation was implemented and will be carried on each semester.

No. 2. Mail catalogs to college counseling departments.

Status Report: A mailing list of all major colleges and universities has been assembled as well as a mailing list for all high school libraries. Catalogs will be sent to all the names on this mailing list.

No. 3. Contact District 504 parents via newsletters re: "How to Transfer" and Summercollege

Status Report: No action has been taken on this recommendation.

No. 4. Establish a transfer team to articulate with new students.

Status Report: In the fall of 1979, transfer students will be identified. These students will be contacted by letter. The purpose of the letter will be to announce Triton's concern for these students and offer services to help these students in the transition process.

No. 5. Send letters to District 504 students enrolled in other colleges concerning summer college.

Status Report: With the assistance of the Data Processing Office, the Admissions Office will attempt to identify transient students who registered at Triton College, but who are now presumed to have returned to their parent college. These students will be invited to attend summer college again.

PROMOTION STRATEGIES

TARGET MARKET

Community Adults

Out-of-District Students

No. 1. Review advertising policy in metro and back-to-school sections.

Status Report: Recommendation of the College Relations Office is not to put money in these publications, but to continue advertising in local papers only. However, the College will continue to send to the out-of-district students who were registered at Triton College a copy of the schedule for the following semester.

No. 2. Conduct market research on programs needed, but not offered at neighboring community colleges.

Status Report: This project must await the attention of the Director of Community Relations and the Director of Institutional Research. No action is planned on this recommendation.

PART TWO

RETENTION STRATEGIES

Learning Activities

No. 1. Expand tutorial services for a broad range of students.

Status Report: A major increase in the availability of tutorial services took place in the fall of 1978. The availability of tutors has at the same time, however, generated considerable interest in tutoring services to the point that there continues to be a need for development of tutorial services.

No. 2. Implement comprehensive Learning Assistance Center.

Status Report: Learning Assistance Center was completed and in operation for the fall semester, 1978.

No. 3. Develop a series of short term workshops and seminars in specific areas designed to help students with learning problems.

Status Report: Ten workshops covering a variety of topics were offered in the fall of 1978. A similar series of workshops will be offered in the spring. In addition, various workshops are being coordinated among the Learning Assistance Center, Counseling Department and Continuing Education to serve student needs in the area of study skills and career development.

No. 4. Develop flexible scheduling for special populations. For example, shift courses, six week courses, nine week courses.

Status Report: In the area of Career Education no activities have occurred. However, Career Education is in the process of developing short term courses to serve the training needs of special populations. In the School of University Transfer Studies, 20 nine week courses are offered each semester. In addition, short term courses are held every summer. The College has also packaged courses to be offered on a Friday/Saturday schedule and on a Tuesday/Thursday schedule. The Continuing Education Office is looking into the possibility of weekend courses. Dr. Kozlowski will be investigating

Learning Activities

for the College a variety of non-traditional learning strategies, including newspaper courses and television courses.

No. 5. Evaluate development of master schedule and procedures for class cancellation and student notification.

Status Report: Both the Schools of Career Education and University Transfer Studies have devoted considerable time to the evaluation of their class schedules. Review of the procedures for developing the master schedule also includes close attention to course sequencing. School of Career Education has experienced considerable success in the efficiency of its scheduling. They have prepared a report which shows a dramatic reduction in the number of sections that had to be cancelled during the spring semester. Procedures for notifying students for class cancellations were thoroughly reviewed by both Schools and the Office of Admissions. The procedure has been elaborated and has become the standard practice for notifying students. Practice includes mailing letters to students when possible, calling students when possible and finally posting cancellation signs on the doors of the classrooms. A systematic effort is made to contact students in the case of all class cancellations prior to the first meeting of the class.

A report should be available from the Schools of Career Education and University Transfer Studies on the results of their evaluation of the procedures for developing the master schedule.

No. 6. Expand programs which have high demand.

Status Report: No plans exist in the School of University Transfer Studies to expand program offerings. Any plans in this area will have to await the construction of new buildings and/or renovations to existing facilities. Specific plans exist in the area of Career Education for the expansion of the automative and air conditioning programs, data processing, welding and business related subjects and diesel technology. Plans for the expansion of these programs

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hinge to a great extent on the completion of the new industrial careers building.

No. 7. Identify programs and courses with high attrition rate and develop strategies for reducing rate.

Status Report: School of Career Education has done a study of attrition rates going back to 1975 in various subject areas. Follow up with faculty has already taken place. The results of these efforts have been to heighten the sensitivity of faculty to a problem. Attitudinal responses on the part of faculty vary and would indicate the necessity of working with faculty to develop attitudes of concern for solving the attrition problem. In the School of University Transfer Studies a special committee has been established to study retention/attrition. They are currently in the process of identifying attriton rates by course and are recommending strategies for impacting on student attrition.

No. 8. Make available to students specific course outlines to include course description, mode of instruction and requirements.

Status Report: In the School of Career Education a massive project was initiated to obtain specific objectives for each course in the School of Career Education. Already 480 of these have been received. The completed file of course objectives will be distributed strategically around the college, for example to counselors and to the information desk areas for the use of students. This project in Career Education is an ongoing project and is estimated that it will take at least three years to complete. In the School of University Transfer Studies, it has been proposed to study feasibility of offering a course outline booklet to students. There are no specific plans in this area at this time.

No. 9. Communicate precise information on course content and course requirements to students within the first week of classes.

Status Report: This responsibility has now been included as a specific duty of each instructor and added to the contractual job description.

Learning Activities

No. 10. Investigate and develop alternative instructional modes for more courses.

Status Report: A variety of actions have been undertaken to promote alternative instructional modes. Indirectly the College is participating in several different staff development programs whose object will be to encourage faculty to explore alternative instructional techniques. Recently the College has established the position of Assistant Vice President for Instructional Technology whose charge will be to explore and develop alternative instructional modes.

No. 11. Review relation of certain Continuing Education courses to similar courses in Career Education.

Status Report: The Vice President of Academic Affairs is conducting a review of specified Continuing Education courses that seem to parallel those in Career Education. If courses are very similar, certain Continuing Education courses will be moved into the area of Career Education. If the courses, however, are significantly different, every effort will be made to communicate that difference to students.

No. 12. Provide special assistance to students who are on probation or who have been suspended.

Status Report: Students who have been placed on probation or suspended will receive a letter from the Dean of Students expressing the College's concern and advising the student of the resources available for his or her assistance. Names of students who have been placed on probation or suspended at the end of each term will be handed over to the Associate Dean of Students, Counseling who will then undertake to have the counselors contact these students.

No. 13. Review academic placement strategies for accuracy and availability to all students.

Status Report: Results from a preliminary study of students in developmental reading and writing courses would seem to indicate that placement for these purposes is accurate. There is concern, however, about the testing requirements for students entering the

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College. A committee representing the Math department, English department, Developmental Education areas and other related areas has been formed to consider the issue of testing for placement purposes. It is expected to report out in the spring of 1979.

No. 14. Extend availability of testing and counseling services to part-time students.

Status Report: Structural changes have been made in the admissions process to encourage part-time students to utilize all of the College's resources, especially the counseling resources when students are entering the College. All new part-time students will be contacted and advised of the availability of testing and counseling services. Students will be contacted, if possible, prior to their admission, but all students will be contacted some weeks after the semester begins to advise them of the College's services. Plans are also being formulated to have counselors and advisors visit classrooms during the evening class periods to reach out to the part-time students.

No. 15. Develop assessment program for career planning.

Status Report: A variety of tests are currently being used in the assessment program for career planning. There is at this time considerable interest in a much more systematic career planning program presented by ACT. It is called the Career Planning Program (CPP). The counseling staff is also looking into another model developed by The College Board called Career Guidance and Placement (CGP).

No. 16. Develop career and testing resourses.

Status Report: Major development has taken place this year in career and testing resources. Physically this service has extended itself to occupy a large area adjacent to the Career Information Center to be used for testing. The Career Information Center has also been remodeled and a considerable amount of material has been added to the center. The Career and Testing Center is now staffed by a counselor, guidance advisor

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and two hourlies. It is open throughout the day into the evening every day and on Saturday mornings. A grant will be written this year to acquire funds from the Career Education Incentives Act for a major expansion of the Career Corner.

No. 17. Review policy of course pre-requisites.

Status Report: The emphasis both the Schools of Career Education and University Transfer Studies are placing on course sequencing and on the master schedule in general, will result in a closer look at course pre-requisites. This seems to be an on-going activity of both schools; however, there is no specific proposed plan for reviewing course pre-requisites in either School.

No. 18. Review degree requirements and general education requirements.

Status Report: A college-wide Curriculum Committee has been formed under the leadership of the Vice President of Academic Affairs. This committee is embarked on a major project which will review general education requirements, degree requirements and general academic standards. It is expected that this committee will report out to the College in the fall of 1979.

Support Activities

No. 1. Include phone numbers in class lists to facilitate faculty/student contact.

Status Report: This recommendation was implemented as of the fall semester in 1978.

No. 2. Conduct communications skill workshops for office personnel involved with the admissions and registration process.

Status Report: Monthly meetings of the Admissions Office are held and are for the most part dedicated to communications. In addition, regular weekly meetings are held to deal with topical problems and to make the staff aware of recent developments. The Admissions Office has its own staff development committee. Several workshops were held in the fall, 1978, one by the

Support Activities

national leadership team and one held in conjunction with the telephone company. In addition, the Coodinators of Admissions and Registration and Records have been sent to the CCED Communication Skills Workshop. These communication skills workshop should also be expanded to include Business Office and Continuing Education personnel, who are also involved with the admissions and registration process.

No. 3. Develop an active intervention program to help students who are experiencing learning problems.

Status Report: The faculty in both Schools work closely with the Learning Assistance staff in referring student learning problems. Deficiency notices are now processed on schedule and are stimulating student inquiries to faculty. In addition, counselors receive the names of students who are on the deficiency list and are making efforts to contact these students, especially those who seem to be in most need of help. Counseling department will develop a referral form to be used by faculty to enlist the counselors assistance in helping students, especially in those cases where students are not showing for their classes.

No. 4. Promote contact between the counseling staff and program leaders/department chairpeople to facilitate communication on courses and program content and requirements.

Status Report: The deans of both Schools have been asked to encourage contact by their departments with members of the counseling staff. In addition, the counseling staff has undertaken a review of its efforts to work with faculty and are embarked on a systematic effort to attend department meetings and to promote constructive contact with faculty.

No. 5. Review policy and procedures governing incompletes.

Status Report: Question of incompletes will most likely be taken up in the Curriculum Review Committee when it reaches that point of considering standards and grades. In the meantime, however, proposal has been made and

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approved by the Board to eliminate the fee connected with the completion of incompletes.

No. 6. Consider reading level in the preparation of informational materials.

Status Report: College Relations Department reports this is an on-going process by their staff. It should be noted that the Learning Assistance Center has completed a major review of the reading levels of textbooks for all courses at Triton College. The resources of the Learning Center should also be used in reviewing the reading level of promotional materials.

No. 7. Publicize availability of public transportation to and from Triton College.

Status Report: RTA pamphlets are maintained at strategic points throughout the campus. No other activities are planned in this area.

No. 8. Centralize and streamline all mailing lists.

Status Report: Nothing is planned.

No. 9. Develop signage system for campus.

Status Report: Major signs for Fifth Avenue have been developed and approved. The next stage in the process will be to develop signs for parking lots and outside buildings. This signage system will then be carried into the buildings. Among the buildings, priority will be given to the College Center.

No. 10. Develop special programs to assist students with family responsibilities.

Status Report: Child care is now available in the evenings. The family college concept has also been implemented for Saturdays and Sundays.

No. 11. Improve classroom and lab facilities.

Status Report: Major advances have taken place in

Support Activities

this area with the planning and approval of the Community Career Center and the development of the Industrial Careers Building. Development of these buildings will allow in turn for the renovation and improvement of facilities on the west side of the campus.

No. 12. Implement professional development program for faculty and administrators.

Status Report: The professional development program has been developed and is currently being implemented. This program specifically is designed for faculty. Administrators are also involved in a management by objectives system which allows for annual evaluation. Resources are also set aside for growth opportunities for both faculty and administrators.

No. 13. Develop communication strategies to keep faculty apprised of support services and our referral services.

Status Report: Considerable amount of paper communication currently flows through the College advising faculty of support and referral services. It would seem that this recommendation is especially critical in the area of development of our part-time faculty. Orientations are held for new part-time faculty and a development program is held for all part-time faculty during each term.

No. 14. Develop registration guide for students.

Status Report: A committee representing the Student Affairs areas is currently developing a guide for students which should be ready for the summer of 1979.

No. 15. Develop orientation program for advisors.

Status Report: An orientation program for advisors on a twice monthly basis has been on-going since September, 1978.

No. 16. Expand Placement Services for graduates.

Status Report: Systematic efforts will be made to contact every graduate of Triton College to make the

Support Activities

graduate aware of the Placement Services at Triton College. Each graduate will be contacted. In addition, it is planned to make a major expansion of Placement Services in the 1979-80 academic year. Placement Services will become part of the Career Center.

No. 17. Expand outreach efforts to disseminate information on Financial Aid.

Status Report: Financial Aid Office has conducted seminars in the high schools for parents and for students. In addition, the Financial Aid Office has conducted and will conduct a series of information sessions for current students in anticipation of the new academic year. Members of the Financial Aid staff setup information booths in the College Center to be more available to students.

No. 18. Expand financial aid resources, especially through community scholarships.

Status Report: No new efforts have been made in this area.

No. 19. Develop an active intervention referral system for students experiencing financial difficulties.

Status Report: Financial Aid Office works with various groups of interested faculty in explaining the financial aid program. No specific plans beyond that have been developed for a referral system.

No. 20. Implement the Honors Program.

Status Report: The Honor's Program was implemented in the fall semester, 1978. It experienced modest success in the fall and has been able to attract more students in the spring. It is expected that the develoment of this program will be slow and will necessitate considerable outreach to our high school students.

No. 21. Triton College Clubs.

Status Report: Presently Triton College has about 18

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active curriculum oriented clubs. The effort to encourage this kind of club development is continuous. There does seem to be some problem, however, in getting the involvement of faculty members because of the extra committment of time.

No. 22. Work with the bus service to improve transportation to and from the College.

Status Report: Meetings are held with local RTA representatives and services from various points are reviewed. At this time there is no change in the service Triton College students receive.

No. 23. Improve physical appearance of campus.

Status Report: Significant efforts were made in the summer of 1978 to improve and maintain the appearance of the campus. This effort is on-going, but sometimes must take a second priority to certain building modifications. A major project planned is the cleanup of all exterior steel on all the College buildings.

No. 24. Provide walk-in counseling services during orientation.

Status Report: Problems have arisen in the past when orientation sessions were scheduled during peak times of open registration. This problem has been solved somewhat simply by adjusting the schedule so that orientation programs take place prior to the days of peak open registration.

No. 25. Provide academic counseling by phone year round.

Status Report: Given the present resources this recommendation is not supported by the Counseling staff. It is planned to include in the expansion of the Career Center as one of its elements, career counseling by phone. This development will demand additional resources and personnel. It is hoped that the application for the Career Education Incentives Act will be successful and that these resources will then be available.

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No. 26. Modify facilities as required to comply with Section 504.

Status Report: Modifications have been made to facilitate handicap access to restroom, telephones and water fountains. Needs of the handicapped are being systematically considered in the construction of new facilities and in all remodeling. These modifications are extremely expensive and the College is investigating various resources to aid us in meeting Section 504 requirements. A College committee does exist to monitor the modification of facilities to meet the requirement of 504.

No. 27. Present student success programs which have been planned and implemented by individual faculty.

Status Report: The deans currently do not have any plans to implement this recommendation.

CONCLUSION

In reviewing the implementation of the various strategies recommended in its initial report, the Task Force on Institutional Advancement was very impressed with the extensive amount of activity generated by all segments of the College community. All the administrative offices and a large number of individuals have been extremely active and creative in assisting the College to be responsive to its community and to its students. It is clear that to be successful, an institutional advancement program must enjoy the support of all segments of the College community. No one office or no few individuals can possibly make any substantial impact on the long-range health of the institution. In the months and years ahead, the members of the College community must be united in a common effort to maintain and improve the quality of Triton and its relevance to the educational needs of its people.

In addition to presenting this status report, the Task Force on Institutional Advancement makes also the following recommendation:

> That the Task Force on Institutional Advancement be disbanded and that two committees be formed, one to concentrate on promotion, the other on student retention. The purpose of these committees would be to coordinate existing plans and to formulate an action agenda for future efforts.

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